

Activity 4

Fill In The Blanks

Purpose: To increase the students' vocabulary of feeling words.

Procedure

Ask the group to suggest different emotions. Without explaining how their suggestions will be used, write a list of ten emotions on the chalkboard. Then, read the following story aloud, inserting emotions from the list, in sequence, in the blank spaces.

A Very _____ Boy

One afternoon, Hubert was feeling _____. He looked out the window. Just then, he saw an adorable puppy, which helped him feel _____. Soon, it started to rain, and Hubert looked _____. Hubert didn't know why, but rain always made him feel _____.

"Hubert!" his mother called. "Is your homework done?" Uh oh—it wasn't. "If my homework was done, I'd feel _____," thought Hubert. "Instead, I'm feeling really _____."

So Hubert did his homework, feeling rather _____ with himself. The rain stopped and outside his window, he saw his friends riding their bikes, which made him feel really _____. Hubert stretched his arms and legs and said out loud, "I feel really _____."

Talk About

How often do you put a label to your own feelings? Do you think labeling your feelings can help you understand them?

More to Try

Using the list created for the story, ask the students to describe situations when they might feel those emotions. Encourage them to explain why.



Name _____ Date _____

Creative Challenge

Write your own “fill in the blank” story. In the first box, describe a recent experience in which you had a lot of feelings. Copy your description in the second box, leaving out all the feelings words. Read your story to a friend, who can fill in the blanks to make a new story.

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